

EXAMPLES OF SUCCESSFUL SCHOOLWIDE PROGRAMS

Although there are many successful and innovative schoolwide programs throughout the country, to provide some insight into how some of these look, a few examples are provided below.

EXAMPLE:

In addition to operating a schoolwide program during regular school sessions, a Title I middle school uses supplemental funds to extend the school year by providing intersession programs year-round. These intersession programs emphasize applications of academic skills in the world outside of schools. Three strands focus on experiencing language and literacy through the Arts, investigating the applications of mathematics and physics in agriculture and industry, and understanding history and social sciences with business and community organizations. The program is hands-on and involves considerable activity outside of the school designed to draw linkages from classroom activities to real world applications. Students receive credit based on participation and completion of project-based assignments.

EXAMPLE:

The number of LEP students in one small Midwest city has grown rapidly in recent years. Two schools in low-income neighborhoods were using Title I funds to hire bilingual paraprofessionals to help Spanish-speaking Title I students with language arts and mathematics at learning centers in the regular classroom. Teachers felt the program was working fairly well, but students were not able to receive help outside of language arts and mathematics; the small number of paraprofessionals could not keep pace even with that limited range of responsibility. The superintendent and the board of education saw an opportunity to begin a more integrated approach through the schoolwide process. The schools' principals used schoolwide planning time to assess their staff members' abilities to teach in both English and Spanish, began a professional development program for bilingual paraprofessionals and their credentialed colleagues, and made staff changes to supplement staff members' dual-language instructional capabilities. The parent involvement elements of Title I were redesigned to better engage language minority parents in the education of their children and to educate the parents about the techniques of bilingual education. The results were greater parental involvement in literacy activities for children in the home language and better content learning throughout the (now bilingual) curriculum.

A book entitled, An Idea Book for Educators: Implementing Schoolwide Projects, was prepared for the U.S. Department of Education. This book is a resource for policy-makers and practitioners, designed to show how local initiative and determination can become a foundation on which to plan future programs to ensure that all children meet high academic standards. The book also includes profiles of 12 elementary schoolwide programs along with information for readers to contact the schools if further information is wanted. Copies of some of these profiles are included at the end of this section. To obtain a copy of this book, call (202)401-0590.

ENGAGING THE COMMUNITY IN LEARNING

Ezequiel A. Balderas Elementary School

Fresno, California

OVERVIEW

Teachers at Balderas set high academic standards in core subjects for K-6 students, who learn the concepts of literacy and numeracy in the context of daily story telling and investigations in science and social studies, followed by related pencil-and-paper or computer work. Reading, writing, and mathematics are included in every appropriate interdisciplinary lesson. Multidimensional lessons building on the language, skills, and concepts that students already know allow teachers to provide learning opportunities that serve native English speakers and those with limited English proficiency equally well. The education program includes an electronic infrastructure, school-business partnerships, and intensive staff development designed to help teachers build on the special resources of a multicultural and multilingual student population.

SCHOOL CONTEXT

Fresno Unified School District built Balderas as a year-round school to serve the district's new and growing multicultural population in Fresno. Ninety-eight percent of the students belong to ethnic minorities: 59 percent Asian, 28 percent Hispanic, and 11 percent African American. Early in 1991, the district used a new approach to choose a principal for Balderas with a strong record of successful innovation, a commitment to participatory management strategies, and a history of productive collaboration with the business community. Given a mandate for change from the district supervisor and four months lead time, the principal used observations as well as interviews to choose her staff and worked with them to create ground-breaking programs for the students who arrived in August.

Balderas serves 1,100 students, of whom about 750 are on campus during any term. Ninety-four percent of the students receive free or reduced-price lunches, and 70 percent have limited English proficiency (LEP).

MAJOR PROGRAM FEATURES

ACADEMIC FOCUS. Balderas emphasizes hands-on learning, interdisciplinary units, a whole-language approach to reading and language arts, and development of both basic and advanced skills in core subjects. Using state and district curriculum guides keyed to California's curriculum frameworks, teachers provide students with activities that promote language development in both English and primary languages and acquisition of grade-level knowledge and skills in other subjects. Beginning in preschool and continuing to the sixth grade, classes may regroup into same-language clusters, led by an assistant, to read and promote discussions in the students' primary language. Teaching assistants fluent in the students' primary languages rotate among classrooms.

To ensure that language-minority students have sufficient academic support they belong to triads—cross-age groups of students who speak the same language—that meet throughout the year to work together on homework and class projects.

Teachers delay formal instruction in reading until the second grade but embed early literacy lessons in studies in the content areas. For example, students learn the concepts of literacy and numeracy in the context of daily story telling and investigations in science and social studies, followed by related pencil-and-paper or computer work. Reading, writing, and mathematics are included in every appropriate interdisciplinary lesson. Multidimensional lessons building on the language, skills, and concepts that students already know allow teachers to provide learning opportunities that serve native English speakers and those with limited English proficiency equally well.

All students keep portfolios of their work, often including drawings, writing samples, and journals. Content-based activities, often involving cooperative learning, promote learning of academic content, reflection, language development, and task engagement. To ensure that multi-language students have the academic support they need, students belong to triads—cross-age groups of students—that meet after school and at other times during the year to work together on homework and class projects. In these “afterschool” groups, each student works daily with two others who speak the same language and helps them develop and apply their English language fluency.

PLANNING AND DESIGN. The programs are based on these principles: (1) student, staff, and parent empowerment; (2) individual responsibility for learning; (3) active learning experiences; (4) high expectations; (5) interdependence; (6) character development; and (7) collaboration with community partners in education. Business partners from Dow Chemical, Pacific Bell, the Fresno Bee, and Continental Cablevision contribute their technical expertise in ongoing task force work aimed at making Balderas' electronic infrastructure a model for the nation.

ORGANIZATIONAL/MANAGEMENT STRUCTURE. Balderas follows a year-round "90/30" program that divides students into four tracks of 250 students. Each track attends school for three months, followed by a month-long vacation while students from another track rotate in. In addition, extracurricular programs extend the school day two hours beyond the district's norm. During the first hour, all students work on homework in multi-grade groups. During the second hour, native speakers offer primary language instruction in Spanish, Hmong, and Khmer; approximately one third of the students attend these classes.

Students in all grades belong to triads—groups of first-, third-, and fifth-graders or second-, fourth-, and sixth-graders—that meet during the afterschool homework period and at other times during the year. Within each afterschool group, each student works every day with two others who speak the same language. In addition, teachers keep classes for two years.

PROFESSIONAL ENVIRONMENT. To meet state certification requirements for teachers of limited-English-proficient (LEP) students and to cultivate a knowledgeable and cohesive faculty, Balderas' principal negotiated with California State University, Fresno (CSUF) to teach a series of graduate courses organized to address the specific professional needs of Balderas' faculty. Teachers attended class for six weeks before school opened and studied the languages and cultures of students, among other general topics related to teaching LEP students. In 1991-92, they completed 180 hours of formal instruction in sessions planned during regular staff development time, after school, and on Saturdays. Virtually all Balderas teachers now possess the Language Development Specialist credential—a situation that is rare in the district and in the state.

In a precedent-setting arrangement with CSUF approved by state and district administrators, Balderas paid for the graduate-level course work with categorical funds. All teachers received inservice credit for their participation; those who wished to apply the course work to a master's degree program and earn CSUF graduate credit paid a reduced rate for tuition and completed additional assignments. Program evaluation data collected after the first year indicate that participants considered the course work relevant to the demands of their work, and after passing the certification examinations, teachers' classroom experience confirmed that

they had received the solid foundation of knowledge and skills required to meet the challenges of real teaching.

CULTURAL INCLUSIVENESS. The study and celebration of students' cultural resources influence every aspect of daily life at Balderas. Native language speakers provide daily and weekly afternoon and evening extracurricular classes in primary language literacy to all interested students and parents. Community leaders hold concurrent sessions of parent meetings and programs for each language group to involve all parents, using bilingual members to coordinate and unify parent planning. The four informal "pavilion" areas surrounding the media center in the large central courtyard of the school each feature a mural that captures important values of a certain culture: The Cambodian pavilion portrays the temple at Angkor Wat; the Mexican shows central characters in Mexican history; the Hmong summarizes the journey from Laos to Fresno; and the American focuses on the Explorer spacecraft, among other things the symbol of the Balderas Explorers. During the 1992-93 school year, the Balderas community celebrated the Hmong, Cambodian, and Lao New Years, African-American History Month, and Cinco de Mayo, in addition to having a multicultural fair.

PARENT AND COMMUNITY INVOLVEMENT. Parents of every cultural background actively participate in Balderas events; approximately 80 percent attend the monthly parent education workshops regularly. When a school site council was elected, hundreds of members of each language group attended pre-election meetings conducted in their own language and shared responsibility for choosing their group's representative. School-home communications are routinely translated into five languages and followed up with calls to parents who cannot read in any language. Two English classes are offered at the school for parents, and proposals are being developed to solicit funding for even more extensive parent education and family support programs. Each month the school offers a parent workshop that is given in the languages spoken by school families. Each group has a native-speaking presenter and an English-speaking teacher as a resource. According to a district administrator, the rate of parent and community volunteerism at Balderas is remarkably high, and the volunteer core includes many retirees and college students who work every day. At the parents' request, Balderas has a monthly open house during which the school's programs are explained, student guides take visitors on a tour of the building, and parents eat lunch with their children.

In addition to involving parents in the school, Balderas' principal continues to build relationships with important members of business and industry. Engineers from Dow, Pacific Bell, Continental Cablevision, the Fresno Bee, and other companies meet at least monthly to identify promising technologies, educate school staff about their applications to teaching, and plan ways to install them at Balderas. The school is already far ahead of others in Fresno with

its computers, voice mail, and other electronic equipment, but even greater things are planned—fiber optics, a satellite dish, and networks with other cities and countries. The principal often attends management training seminars offered by these companies for their own personnel and makes presentations about her school to their boards.

EVIDENCE OF SUCCESS

Because of the care taken in planning and staffing this school's complex programs, Balderas has made a strong start, as shown by substantial support from members of the community, businesses partners, and higher education. First-year math and reading scores exceeded district norms (although some language-dependent subjects fared less well). By June 1993, Balderas had achieved first place in the district for student attendance—more than 99 percent of the students arrive at school on time regularly. Despite substantial risk factors often associated with transiency, Balderas reduced its transiency rate by one quarter from its first to its second year. At the end of the second year, 50 percent of the parents gave the school's overall performance an "A" rating, and 30 percent gave it a "B" rating. Community pride in the school is evident—unlike other schools in the area, Balderas remains free of graffiti. In October 1992, Balderas received an "A+ for Breaking the Mold" award from the U.S. Department of Education, and in April 1993, it was named by Redbook magazine as one of the 177 best schools in the country, based on a review of evidence by a panel of experts.

A HOLISTIC APPROACH TO LANGUAGE AND CULTURE

Ganado Primary School

Ganado, Arizona

OVERVIEW

Ganado has been a schoolwide project since 1985, but in 1990 the staff used the updated schoolwide project guidelines to revitalize and strengthen the quality of its academic program. Today, Ganado's Chapter 1 schoolwide program supports a holistic approach to education through a school-within-a-school format, intensive staff development, and parent involvement. The curriculum is designed to integrate the Navajo language and culture within disciplines and to promote literacy and language development.

SCHOOL CONTEXT

Ganado Primary School, located in Dine' Bi Keyah (Navajoland), enrolls approximately 450 children in grades K-2. Ninety-eight percent of students are Navajo; 58 percent of incoming students have limited English proficiency; and 23 percent speak neither English nor Navajo fluently. The student transiency rate is 20 percent, and 85 percent of students qualify for free or reduced-price lunch.

MAJOR PROGRAM FEATURES

ACADEMIC FOCUS. The academic program combines the goals, values, and traditions of Navajo culture with recent instructional and curriculum reform initiatives. Through its schoolwide project, Ganado has developed a more integrated program of reading, writing, and problem solving; Chapter 1, special education, and English as a Second Language (ESL) programs are fully integrated into the classrooms.

Literacy is the focus of Ganado's child-centered curriculum. Programs are structured to take advantage of children's natural ability to make sense of the world and to model an integrated approach to language arts. They are based on the following four premises: (1) children should be immersed in a literature-rich environment; (2) reading, writing, and vocabulary are interrelated processes; (3) basic skills should be taught while children are actively engaged in reading, writing, and vocabulary learning, rather than through isolated practice; and

(4) higher-order thinking and reasoning skills should be integrated within reading, writing, and vocabulary lessons.

An uninterrupted block of time, scheduled every morning, allows students to work individually or in groups with teachers and assistants or to participate in a newspaper club or fine arts program (television production club). First- and second-graders also attend special classes in the Navajo language twice a week. Using activities such as plays, writing, and arts activities, children learn to converse, read, and write in Navajo. Approximately half the teachers are Navajo, as are most assistants and support staff.

Beginning in 1992, Ganado adopted the Collaborative Literacy Intervention Project (CLIP), a reading intervention program that targets the lowest 20 percent of first-grade readers. After one year in the program,

most students advanced to the level of top-achieving readers. Adjunct activities, such as the Learning Enrichment Acceleration Program (LEAP), provide fine arts activities for second graders, including drama, music, visual arts, and dance. Through a literacy program sponsored by the U.S. Postal Service known as "Wee Deliver," students manage a mini-postal system within the school that distributes an aver-

age of 85 letters per day written by students to friends, teachers, or the principal. In the school's publications laboratory, students have created, typed, formatted, and bound almost 700 books. Programs sponsored by Pizza Hut and Reading is Fundamental, Inc. also promote literacy. All students have daily access to classroom computers and computer laboratories. Since beginning the schoolwide project, Ganado has purchased 137 new computers and plans to add at least 20 more during the 1993-94 school year.

With Chapter 1 and district funds, Ganado also provides counseling programs for students and families that address topics such as drug prevention, addiction, co-dependency, parenting, marriage, and family issues.

ORGANIZATIONAL/MANAGEMENT STRUCTURE. Ganado adopted a school-within-a-school organization in 1988 to increase collaborative planning and cooperation among teachers. There are three school units—the South School, the East School, and the West School—each of which operates as a family composed of 130-140 students and nine teachers.

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Students are assigned randomly to one of the three schools when they begin at Ganado, and unless parents request a change they remain with the same teachers for all three years.

The South School, emphasizing team planning, began in 1988-89 with nine teachers who volunteered to pilot an experiment in team-implemented curriculum and instruction. The collaborative planning and cooperation among South teachers met with such success that another group of teachers established the East School in 1990. East School has two types of nontraditional classes: six multi-age classes (K-2) and three "Project Success" classes, one for each grade. In Project Success, special education students are matched with an equal or larger group of accelerated students. A team with one regular and one special education teacher teaches the heterogeneous group of special needs students. The West school, more traditionally organized, was staffed by the remaining nine teachers who gradually have begun to incorporate into their program some of the innovations used by their colleagues in the South and East Schools.

In the three school units, Chapter 1 teachers and aides serve all children, and Chapter 1 funds have enabled smaller classes and individual attention to children schoolwide. All regular teachers are certified to teach ESL or bilingual classes.

STAFF DEVELOPMENT AND PARENT INVOLVEMENT. Many other changes encourage collaboration and communication at Ganado. Teachers meet monthly to discuss schoolwide and subschool issues, and representatives of the three schools meet monthly to address concerns and issues. A special committee of teachers, assistants, and key staff meets monthly with the principal to offer feedback and contribute to educational decisions. Staff are encouraged to attend classes at area colleges, attend workshops, and visit other schools. Within the school, teachers have time to visit colleagues' classrooms and discuss curriculum issues, and they attend workshops and weekend seminars to explore selected topics in depth. Every six weeks, teachers hold "curriculum conversations" with colleagues that focus on specific areas of curriculum and instruction.

A full-time instructional resource teacher at the school serves as a mentor and coordinates staff development, curricula, schoolwide activities, and two resource rooms. Staff development supports instructional priorities identified by the principal and teachers. For example, when the CLIP reading intervention program was implemented in 1992, Ganado arranged for a consultant to train teachers; by the end of the 1993-94 school year, 20 of 25 classroom teachers are expected to be certified in the program.

Through Ganado's volunteer program, 16 parents assist in classrooms and may attend weekly parent education classes taught by the school counselor. The parent leader of the teacher assistant group also participate in a schoolwide advisory committee.

EVIDENCE OF SUCCESS

Ganado students have shown overall achievement gains, although not always at the rate sought by school planners. Absences from school among "at-risk" students—those who missed 15 or more days the previous year—decreased 36 percent, and the daily student attendance rate is 94 percent. At-home reading levels have doubled since 1990-91. In a fall 1992 schoolwide survey, 50 percent of parents gave Ganado and its programs an "A" rating; 38 percent gave it a "B"; and 12 percent gave it a "C."

Ganado has received numerous state and national awards for its initiatives. It has regularly received the Arizona Quality Programs Award for excellence in academics and administration. In 1990, the school was selected as a National Lead School by the National Council of Teachers of English in their Centers of Excellence for Students at Risk program. In 1990, two of its programs, Project Success and Taking Turns, won Exemplary Curriculum Program Awards from the Arizona Association for Supervision and Curriculum Development, and in 1993 Ganado was named Arizona's Exemplary Reading Program by the Arizona Reading Association.

COORDINATING SERVICES TO PROMOTE LEARNING

Lingelbach Elementary School

Philadelphia, Pennsylvania

O V E R V I E W

Since 1988-89, when Lingelbach Elementary School implemented a Chapter 1 schoolwide project, student learning has been enriched by a combination of support and educational services. The project's philosophy—that every child must have the opportunity and appropriate support to succeed in school—is backed by a commitment that students will achieve high academic standards through an interdisciplinary, thematic curriculum; a unified language arts program; emphasis on higher-order thinking skills and whole language; cooperative learning; and parent involvement. The school seeks to provide a strong, content-based program for all students. Regularly scheduled meetings enable pairs, teams, and groups of staff and parents to discuss each child's progress. As a result, standardized test scores have steadily climbed and students have demonstrated improved performance.

S C H O O L C O N T E X T

Lingelbach enrolls about 400 students; almost all are African American (compared with 65 percent districtwide), and 78 percent receive free or reduced-price meals. The school offers two Head Start classes and two full-day kindergartens and serves grades 1-5. The student mobility rate was high when the schoolwide project started, because of nearby shelters for homeless and abused people and apartment buildings rented on a monthly basis. The large shelters have since closed, but Lingelbach continues to serve a large homeless population.

M A J O R P R O G R A M F E A T U R E S

ACADEMIC FOCUS. Lingelbach teachers gear their ambitious academic program to students at different achievement levels, using cooperative learning and in-class assistance from support teachers and aides to ensure that students attain proficiency in core subjects. Using the Communication Arts Network, students learn reading, writing, and language arts by publishing literary magazines and producing video programs. Teachers use whole-language approaches in language arts and invite parents to monthly "author teas," where students read

aloud their creative writing. Lingelbach is Philadelphia's pilot site for the Reading Recovery program, in which a specially trained teacher works individually with first-graders who have trouble reading. In mathematics, the use of manipulatives improves concept learning, problem-solving strategies, conflict resolution, and higher-order thinking skills as well as verbal articulation. A math specialist and program support teacher help students develop computer knowledge.

School documents state that "success is achieved by creating reasons and needs for learning through the arts." In pursuit of this philosophy, children create videotapes, books, poems, collections, a literary magazine, and a school newspaper. Other special programs include violin lessons, which begin in kindergarten. A National Endowment for the Arts grant supports learning through the arts and architecture, and computers are used in each classroom to promote growth in critical thinking.

PLANNING AND DESIGN. Lingelbach teachers and parents designed the schoolwide project in 1987-88 through consensus, in an attempt to combat low achievement, low grades, and poor attendance among students. The planners met regularly until the program was implemented in 1988-89, and they continue to meet to diagnose the program's changing status and make adjustments. At the suggestion of teachers and parents, the project included smaller classes and extra teachers to provide special instruction, enrichment, and reinforcement for transient students. The staff, parents, and school leaders meet weekly and monthly to evaluate the project's progress toward its goals.

Using daily informal discussions, reduced class sizes, and classroom aides, teachers work with students in regular classes to promote achievement. Lingelbach coordinates its services through project team and grade meetings, with the goal of preventing early school failure. In addition, teachers of students with severe problems meet with the school psychologist, the principal, resource teachers, and other specialists on a Pupil Support Committee. This committee designs individual programs for at-risk students and follows their progress carefully, adjusting services as changing circumstances require. An afterschool "homework club," supervised by teachers and aides, gives homeless and latchkey children a safe and orderly place to complete assignments. A support teacher monitors attendance, advises colleagues, and tutors the lowest-achieving students.

PROFESSIONAL ENVIRONMENT. Staff development is provided at the school (at least 20 hours each year) and also districtwide (10 hours each school year), to improve teachers' knowledge of whole-language teaching, assertive discipline, and cooperative learning. Staff members assess their own needs and formulate a staff development schedule with the principal. Staff development activities often include the entire staff; classroom assistants also attend

school-site and district-level training sessions twice a year. Topics are decided at staff and leadership team meetings.

PARENT AND COMMUNITY INVOLVEMENT. Lingelbach's partnerships with community groups and institutions add breadth and depth to its regular programs. Faculty and students from the University of Pennsylvania worked with Lingelbach teachers to devise new strategies for literature-based reading instruction. Drexel University helps develop and implement plans for using computers to promote improvement in students' critical thinking skills. Senior citizens' groups send volunteers to the school each week to tutor and read aloud to students. A nearby church has adopted the school, providing before- and after-school care for students at a nominal cost. Cable companies provide facilities for film editing of student productions. A bookstore owner, formerly a middle school principal, has taught the kindergartners about cuneiform writing and helped them create their own books of hieroglyphics. Through her efforts, the kindergarten viewed a cuneiform display shown only to selected audiences. She also has helped the school collect multicultural fairy tales.

Teachers encourage students to succeed by creating "reasons and needs for learning" through the arts. Students create videotapes, books, poems, "museums," a collaborative literary magazine, and a school newspaper.

Parents participate on committees and attend monthly meetings for updates on school programs. In addition, the school sponsors a parent coordinator who, during home visits to families, advises on parenting and homework assistance.

EVIDENCE OF SUCCESS

Since the schoolwide project began, Lingelbach's students' scores on standardized tests have improved almost 18 NCE points in math and 9 in reading. The number of children who qualify for Chapter 1 services academically has decreased almost 13 percent. The percent of children earning A's, B's, and C's has increased, while the percent earning D's and F's has decreased. Attendance has increased on average from 85 percent to 93 percent.

CREATING "THE ULTIMATE COMMUNITY SCHOOL"

Snively Elementary School

Winter Haven, Florida

OVERVIEW

The secret to success is doing things schoolwide [because] you will never change with just one teacher doing things You need the entire school and parents together You need to learn what works and what doesn't.

— *Principal, Snively Elementary School*

Through a schoolwide project that began in 1989, teachers, parents, and administrators revamped Snively Elementary School to provide learning experiences that help all students meet higher standards of achievement and embrace parents in the education process. The project introduced interdisciplinary, thematic instruction using a curriculum written by teachers; established an alternative assessment process; extended the school year; and reduced class size in all grades. Snively emphasizes collaboration and became the focus of community activity through adult education, community health services and recreational facilities, home visits, and rewards for parent volunteers.

SCHOOL CONTEXT

Snively is located in a small rural town in central Florida divided by an interstate highway. Approximately 400 students start school each September; that number climbs to about 500 when migrant families join the community. The student population is almost equally divided between Anglo and Hispanic children; African Americans make up the remaining 1 percent. One-third of the students move across district or state lines at least once during the year. Poverty is high, with 95 percent of the students receiving free or reduced-price lunch. Many students have come from Mexico, and about 20 percent of the total student population have limited English proficiency.

A districtwide committee meets annually to oversee the Chapter 1 program. The school operates under site-based management, with the Chapter 1 program coordinated by the Effective School Team (EST) that governs decision making at Snively.

The decision to give teachers broad authority under the schoolwide program is strongly supported by the district Chapter 1 director, who states: "Give the money to teachers and let them do with kids what is needed They know the needs, but frequently we don't ask them for ideas." But the same administrator cautions that successful schoolwide projects require a clear structure and long-term planning: "Schoolwide needs to be thought out It must still reach the Chapter 1 children."

MAJOR PROGRAM FEATURES

ACADEMIC FOCUS. Snively staff create an educational climate in which individual talent can be discovered and developed. The school's philosophy emphasizes the importance of achieving high academic standards, physical growth, and emotional stability, recognizing that these can best flourish in an atmosphere of acceptance and understanding. Students follow an interdisciplinary core curriculum and are assessed by a teacher-developed evaluation after completing each curriculum unit. A detailed scope and sequence chart lists specific standards for achievement at each grade level; for example, third-graders learn to organize paragraphs, speak effectively before a group, read a thermometer, and add and subtract decimals. Teachers define thematic units for each grade level; sample themes for fourth-graders are "Mexico," "the United States," and "Native Americans." Fourth-graders begin the school year with a four-week unit of study on Mexico. They study Native American culture, civilization, history, and contributions to architecture, mathematics, literature, and art. The unit culminates in a day-long celebration of Mexican Independence Day and cultural presentations. Art and music teachers incorporate their instruction into this content-based unit. Third-graders study the history and geography of the U.S.-Mexican frontier, and other grades study Mexican family traditions and customs.

The program also includes "Step Ahead Days," during which students apply their learning to real-life situations. At the beginning of a unit on economics, each class adopts a particular role: job interviewing, production, or bartering. The classes work with each other so that all students learn about each role and understand the concepts before actually studying the subject. Sometimes, classes save the exercise until the end of the unit; after a unit on the American Revolution, classes representing different states re-enacted historical scenes. Other projects include a unit on transportation (which included a visit to the school by a helicopter), a Medieval festival, and visits to businesses.

Teachers revise the curriculum constantly to ensure that it is consistent with high academic expectations and is appropriate for students. The Chapter 1 director says teachers are so committed to their collaboration that they work on Saturdays and on their own time to develop new ideas. "When you have teachers revise the curriculum, they have ownership

because it was developed based upon needs they perceived," she says. "This is what makes it work."

Snively offers two early-intervention prekindergarten programs funded by the state and in 1993-94 will add two more programs funded by Head Start. A state-funded program, First Start, supports two regular and two portable classrooms and two parent educators; one portable operates as a family resource center to help families with children below the age of two. The school also has reading development program called "Early Discovery," which is targeted to students identified by teachers and testing at the end of kindergarten. Students begin the program in first grade, leaving the class for half an hour each day for individual instruction; each semester, the Early Discovery teacher helps a different set of students. The program has been so successful that the school plans to expand it to the second and third grades.

The school's philosophy emphasizes the importance of achieving high academic standards, physical growth, and emotional stability—recognizing that these can best flourish in an atmosphere of acceptance and understanding.

PLANNING AND DESIGN. Eight years ago, Polk County officials considered closing Snively—which some school planners described as "the dirtiest and worst school in the district." The Chapter 1 program was "a nightmare," with participants in grades 4-6 grouped into one class to receive Chapter 1 services all day long. But community pressure forced the district to keep the school open. Under the leadership of a new principal in 1988, teachers and administrators developed a schoolwide project plan to improve the entire school. The district office provided technical assistance and fostered communication between Snively staff and other schoolwide projects.

Faculty, parents, and community representatives on Snively's EST met frequently for six months to plan the project. Teachers rewrote the curriculum to follow an interdisciplinary, thematic unit approach and visited parents at home to solicit support for the new project. The school used Chapter 1 funds to hire additional teachers, pay for professional development, and purchase new materials. The new staff reduced the teacher-student ratio to 1:18 for primary grades and 1:20 for upper grades, achieving a class size that teachers believed would better serve the needs of all students. After noticing a lack of recreational opportunities for local children—and crowded summer tutoring programs at a nearby church—administrators used an

RJR Nabisco Foundation Grant to extend the school year through July. (The Nabisco grant was obtained after planning had begun for the schoolwide project, but both were implemented in 1989.)

Snively's schoolwide project promotes continuous professional development based on teachers' needs and interests, multiple roles for teachers, shared decision making, and consultant and peer support. With implementation of the schoolwide project, teachers began meeting one day each month to collaborate on planning.

CULTURAL INCLUSIVENESS. An English as a Second Language (ESL) program features one full-time teacher and three paraprofessionals. All Snively teachers, except for the most recently hired, have ESL training. ESL students participate in a two-hour pullout program every day; when these students are in the regular classroom, they are assisted by an ESL aide. Special education is conducted in two resource rooms.

Unit-related field trips also help students understand other cultures. A visit to St. Augustine shows students Spain's role in Florida's history. Disney's Epcot Center provides a glimpse of many cultures, including Mexico and its rich artistic heritage. A trip to a Spanish restaurant in Tampa enables both Anglo and Hispanic students and parents to experience Spanish food and atmosphere. In addition, Snively's library has a growing collection of books in Spanish, including works by Latin American authors and biographies of Latino leaders. Those books are among the most popular in the library. ESL students celebrate their heritage with a presentation of posadas and a pinata during the winter holidays; for Cinco de Mayo, they present an exhibit to teach other students about the holiday. They also organize a popular tortilla-making contest. Teachers receive training in cultural differences through inservice classes and professional literature. Evening school programs often feature Mexican songs and music, which increase parent involvement and attendance.

PARENT AND COMMUNITY INVOLVEMENT. Strong community outreach and parent participation guide Snively's program. Every teacher visits the home of every child he or she teaches, allowing open communication with each family and better assessment of individual needs. Parents are encouraged to become involved in all aspects of the school, including an adult education program, and are motivated to participate in the school by a coupon-redemption program in which they earn coupons—redeemable for food, clothing, or household items at the school-operated family center—by attending their child's class, participating on field trips, or other volunteer efforts. According to the principal, between 60 and 70 service clubs, businesses, and agencies have adopted the school, with many donating surplus items that parents can purchase with their coupons. Last year, parents volunteered more than 5,000 times at the school—an average of 10 times per student. Parents also receive a monthly calendar of school activities.

Snively offers free GED/ABE classes for adults in the community, which drew 130 students last year. More than 100 adults also participated in an ESL class, and some recent adult graduates are now planning to attend college. "All we ask is for parents to be an active participant with their child," says the principal. "This has encouraged them to go to GED and ABE [adult basic education] and to understand the importance of school."

Snively's other efforts to become what the principal calls "the ultimate community school" include providing a state-funded community clinic that offers immunizations, physical exams, and other services by state health department workers. The Community Aggressive Reclamation Effort (CARE), a state-funded program that targets local communities with severe needs, also has designated Snively as the location for a new community recreation center that will include a park with restrooms, lights, and playing fields.

EVIDENCE OF SUCCESS

More than half the students at Snively score above the 50th percentile on nationally standardized tests. Between the 1991-92 and 1992-93 school years, students across grades 2-6 showed an average NCE gain of 9.9 in reading, compared with an average 4.7 NCE gain for other Chapter 1 programs in the district. Snively students in the same grades had an average gain of 7.4 NCEs in mathematics. The gain was most dramatic in the third grade. Seventy-one percent of Snively's first-graders meet district standards, compared with 48 percent in other schools. A high percentage of parents and teachers responding to a school survey said that administrators believe that all children can learn. Most teachers and parents also agreed that school rules and expectations are clearly defined and communicated daily through home visits, letters, conferences, and meetings. In 1992-93, the U.S. Department of Education recognized Snively among schools having effective compensatory education programs.

federal register

**Thursday
September 21, 1995**

Part XIII

Department of Education

**Part A of Title I of the Elementary and
Secondary Education Act of 1965, as
Amended; Notice**

DEPARTMENT OF EDUCATION

Part A of Title I of the Elementary and Secondary Education Act of 1965, as amended

AGENCY: Department of Education.

ACTION: Notice exempting schoolwide programs under Part A of Title I of the Elementary and Secondary Education Act of 1965 (ESEA), as amended, from statutory or regulatory requirements of other Federal education programs.

SUMMARY: The U.S. Secretary of Education (the Secretary) exempts schoolwide programs under Part A of Title I, ESEA, from complying with statutory or regulatory provisions of most Federal education programs, if the intent and purposes of those programs are met in the schoolwide program. This notice complements the final Title I regulations that were published in the *Federal Register* on July 3, 1995 (60 FR 34800). Those final regulations explain schoolwide programs in greater detail, including eligibility requirements and program components. This notice identifies which Federal education program funds and services may be incorporated in a schoolwide program and provides guidance on satisfying the intent and purposes of the programs included.

FOR FURTHER INFORMATION CONTACT: Mary Jean LeTendre, Director, Compensatory Education Programs, Office of Elementary and Secondary Education, U.S. Department of Education, 600 Independence Avenue, SW (Portals Building, room 4400), Washington, D.C. 20202-6132. Telephone (202) 260-0826. Individuals who use a telecommunications device for the deaf (TDD) may call the Federal Information Relay Service (FIRS) at 1-800-877-8339 between 8 a.m. and 8 p.m., Eastern time, Monday through Friday.

SUPPLEMENTARY INFORMATION:**Schoolwide Programs in General**

One of the most promising changes in the recent reauthorization of Title I, ESEA, is the expansion of schoolwide programs. A schoolwide program permits a school to use funds under Part A of Title I to upgrade the entire educational program of the school and to raise academic achievement for all children in the school, in contrast to a Title I targeted assistance program, in which Part A funds may be used only for supplementary educational services for eligible children. Under the reauthorized ESEA, this authority has now been expanded to include other Federal education funds (see the

heading "Inclusion of other Federal Funds").

Schoolwide programs grew out of research about what makes schools work for disadvantaged students. Repeated findings show that the principals, teachers, and other staff in highly successful schools develop and carry out comprehensive schoolwide reform strategies and expect high academic achievement from every child. They establish safe environments that are conducive to learning and support enriched instruction in an expanded core of subjects. Over the years, researchers have documented that when the entire school is the target of change, schools serving even the most disadvantaged youth can achieve success.

Section 1114 of Title I authorizes a school with a concentration of poverty of at least 60 percent in the 1995-96 school year and 50 percent in subsequent years to use funds under Part A to operate a schoolwide program and upgrade the entire educational program in the school. Under section 1114(b) of Title I and § 200.8(d) of the final regulations, each schoolwide program must include a number of specific components. A schoolwide program school, for example, must conduct a comprehensive needs assessment of the entire school to determine the performance of its children in relation to the State's challenging content and performance standards; implement schoolwide reform strategies that are based on effective means of improving the achievement of children and that address the needs of all children in the school; use highly qualified professional staff; provide professional development for teachers and other staff; and implement strategies to increase parental involvement. Under a schoolwide program, a school is not required to identify particular children as eligible to receive Part A services, demonstrate that the services provided with Part A funds are supplemental to services that would otherwise be provided, or document that Part A funds are used to benefit only the intended beneficiaries.

Inclusion of Other Federal Education Funds

For the first time, a schoolwide program school may also use funds from other Federal education programs in addition to Part A funds to upgrade the entire educational program. Specifically, section 1114(a)(4) of Title I authorizes the Secretary, through publication of a notice in the *Federal Register*, to exempt schoolwide

programs from statutory or regulatory provisions of any other noncompetitive, formula grant program or any discretionary grant program administered by the Secretary (other than formula or discretionary grant programs under the Individuals with Disabilities Education Act), if the intent and purposes of those programs are met.

This authority affords a schoolwide program school significant flexibility to serve better all children in the school and their families through comprehensive reforms of the entire instructional program, rather than by providing separate services to specific target populations. The Secretary emphasizes that a school with a schoolwide program must address the needs of all children in the school, particularly the needs of children who are members of the target population of any other Federal education program that is included in the schoolwide program.

Through this notice, the Secretary authorizes a schoolwide program school to use funds from most Federal education programs administered by the Secretary (including programs under the School-to-Work Opportunities Act, which is jointly administered by the Secretary and the U.S. Secretary of Labor) to support its schoolwide program. This authority also extends to services, materials, and equipment purchased with those funds and provided to the school. To provide schoolwide program schools maximum discretion in using resources from Federal education programs to their best advantage, the Secretary encourages local educational agencies (LEAs), to the extent possible, to provide Federal funds directly to those schools, rather than providing personnel, materials, or equipment.

Programs That May Be Included

Except as provided below and consistent with this notice and section 1114 of Title I, the Secretary authorizes a schoolwide program school to use funds or services that the school receives from any Federal education program administered by the Secretary to upgrade its entire educational program. This authority does not apply to funds from the following types of programs:

- Formula or discretionary grant programs under the Individuals with Disabilities Education Act (excluded by section 1114(a)(4)(A) of Title I) and funds provided for eligible children with disabilities under section 8003(d) of the ESEA.
- Funds provided under the Schools Facilities Infrastructure Improvement

Act to ensure the health and safety of students through the repair, renovation, alteration, and construction of school facilities.

- Programs under Subpart 1 of Part D of Title I, ESEA, to State agencies for services to children in State institutions for neglected or delinquent children, unless funds are used for transition services involving a schoolwide program school.

- Programs under the Adult Education Act or Subpart 3 of Part A of Title IX of the ESEA (adult Indians), unless adult literacy services are integrated within a schoolwide program plan. Adult education funds could be included, for example, if they provide adult literacy as part of a family literacy activity under a schoolwide program plan.

- Funds awarded to institutions of higher education, unless those funds support elementary or secondary schools (e.g., the School, College, and University Partnerships program).

- Programs that are not administered by the Secretary, such as the National School Lunch Program and Head Start.

In addition, the authority to use funds under other programs in schoolwide program schools does not apply to funds that are allocated by formula to nonschoolwide program schools in an LEA. This is not an authority to redistribute funds among schools. Any redistribution of funds would have to be consistent with the authorizing statute.

Satisfying "Intent and Purposes"

In general, a school that combines funds from other Federal education programs in a schoolwide program is not required to meet the statutory or regulatory requirements of those programs. Combining funds to meet the collective needs of the included programs allows schools to address needs in an integrated way and frees schools from documenting that a specific program dollar was spent only for a specific program activity. However, the school must meet the intent and purposes of the included programs to ensure that the needs of the intended beneficiaries of those programs are addressed by the school. In so doing, the school must be able to demonstrate that its schoolwide program contains sufficient activities to reasonably address those needs and thus meet the intent and purposes of each included program. However, the school need not document that it used funds from a particular program to meet the specific intent and purposes of that particular program.

The following examples illustrate how a schoolwide program could meet

the intent and purposes of specific Federal education programs:

- A secondary school may use funds received under the Carl D. Perkins Vocational and Applied Technology Education Act to support its schoolwide program if its program improves vocational education in the school, for example, by integrating academic and vocational education, and its program improves access to vocational education for special populations in the school.

- A schoolwide program school may use funds received under the Dwight D. Eisenhower Professional Development program provided the school has a sustained and intensive high-quality professional development program for school staff in core academic subjects that is aligned with the State's content and performance standards, reflects recent research on teaching and learning, and incorporates methods and practices to meet the educational needs of diverse student populations.

- A schoolwide program school may use funds received under Subpart 1 of Part A of the Safe and Drug-Free Schools and Communities program provided the school has a comprehensive drug and violence prevention program designed for all students and employees to create a disciplined environment conducive to learning, prevent violence and promote school safety, prevent the use, possession, and distribution of tobacco, alcohol, and illegal drugs by students, and prevent the illegal use, possession, and distribution of those substances by employees.

- A school may use funds received under Subpart 1 of the Bilingual Education Act to support its schoolwide program provided the program implements a bilingual education or special alternative instruction program that reforms, restructures, and upgrades the programs and operations that serve limited-English proficient children and youth in the school.

- A secondary school may use funds received under the School-to-Work Opportunities Act to support its schoolwide program provided the program integrates school-based and work-based learning, establishes effective linkages between secondary and postsecondary education, and is part of a comprehensive State model school-to-work opportunities system that provides for the early selection of career majors and the awarding of skill certificates.

The Department will provide examples from schoolwide schools when they become available.

Requirements With Which a Schoolwide Program School Must comply.

Even though a schoolwide program school combines funds from other Federal programs in its schoolwide program and is thus freed from most statutory and regulatory requirements of those programs, the school and its LEA, as appropriate, must still comply with requirements applicable to those programs relating to—

- Health and safety requirements.
- Civil rights requirements. These requirements include Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972,

Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and Title II of the Americans with Disabilities Act of 1990. In addition, if a schoolwide program school receives Magnet Schools Assistance funds, to eliminate, reduce, or prevent minority group isolation, the school must continue to operate under its desegregation plan.

- Gender equity requirements.

- Participation and involvement of parents and students. A schoolwide program school must implement extensive parent involvement requirements under Part A that would likely satisfy most, if not all, parent involvement requirements in other Federal education programs.

- Private school children, teachers, and other educational personnel. In other words, applicable requirements concerning the equitable participation of eligible private school children, teachers, and other educational personnel under other Federal education programs must be met even though funds from those programs are combined in schoolwide program schools.

- Maintenance of effort. For programs covered under the maintenance of effort requirements in section 14501 of the ESEA, those requirements would be met through participation in Part A.

- Comparability of services. For example, a secondary schoolwide program school within an LEA that receives funds under the Carl D. Perkins State Vocational and Applied Technology Education Program must be provided services from State and local funds that, taken as a whole, are at least comparable to the services being provided in other secondary schools or sites within the same LEA that are not being served with Perkins funds.

- Use of Federal funds to supplement, not supplant non-Federal funds. In other words, a schoolwide program school must receive at least the same amount of State and local funds that, in

the aggregate, it would have received in the absence of the schoolwide program, including funds needed to provide services that are required by law for children with disabilities and children with limited-English proficiency. The school, however, does not have to demonstrate that the specific services provided with those funds are supplemental to services that would have been provided in that school in the absence of the schoolwide program.

- Distribution of funds to State educational agencies (SEAs) and LEAs. In addition, a school must comply with the following requirements if it combines funds from these programs in its schoolwide program:

- Consistent with section 1306(b)(3) of Title I and § 200.8(c)(3)(ii)(B)(1) of the proposed Title I regulations, a schoolwide program school that combines funds received under Part C of Title I, ESEA, for the education of migratory children must, in consultation with parents of migratory children or organizations representing those parents, first address the identified needs of migratory children that result from the effects of their migratory lifestyle or are needed to permit those children to participate effectively in school and document that services to address those needs have been provided.

- Consistent with section 9115(c) of the ESEA and § 200.8(c)(3)(ii)(B)(2) of the Title I regulations, a schoolwide program school may combine funds received under Subpart 1 of Part A of Title IX of the ESEA regarding Indian education if the parent committee established by the LEA under section 9114(c)(4) of the ESEA approves the inclusion of those funds.

Cross-cutting Federal Requirements

There are requirements contained in the General Education Provisions Act and in the Education Department General Administrative Regulations that apply generally to Department of Education grants, including Title I. To the extent that these requirements affect activities in schools, they would also apply to a schoolwide program school by virtue of its participation in Title I. The consolidation of Department

programs in a schoolwide program, however, would not add to these requirements or require that they be applied separately on a program-by-program basis.

Discretionary Grant Funds

In general, a schoolwide program school may combine funds it receives from discretionary (competitive) grants as well as from formula grants. If a schoolwide program school combines funds from discretionary grant programs, the school must still carry out the activities described in the application under which the funds were awarded. For example, if a schoolwide program is based in a school receiving Federal funds under the Magnet Schools Assistance program, the school must implement activities described in its plan to eliminate, reduce, or prevent minority group isolation. However, a schoolwide program school would not need to account separately for specific expenditures of the combined Federal funds. Although not required, the applicant LEA or school preferably should indicate in its application for discretionary funds that some or all of the funds would be used to support a schoolwide program and describe its activities accordingly. Moreover, if authorized by the program statute, the Department or an SEA could include in its selection criteria for a particular program extra points for conducting activities in a schoolwide program school. For example, an SEA could include such points when awarding subgrants under the Even Start Family Literacy program, which requires an SEA to give priority to applicants that target services to families in need of family literacy services residing in areas with high levels of poverty, illiteracy, or other such need-related factors, including projects that serve a high percentage of children to be served who reside in participating areas under Part A.

Limitations

The authority in this notice does not apply to nonschoolwide program schools that participate in Title I. Those schools must comply with all statutory and regulatory requirements that apply

to funds or benefits they receive. This authority also does not relieve an LEA from complying with all requirements that do not affect the operation of a schoolwide program. For example, to the extent an LEA is required under the Stewart B. McKinney Homeless Assistance Act to designate a homeless liaison to ensure, among other things, that homeless children and youth enroll and succeed in school, the LEA would not be relieved of this requirement by virtue of operating one or more schoolwide programs.

Guidance and Technical Assistance

The Secretary intends to issue additional guidance on schoolwide programs in the near future. In addition, staff in the office of Compensatory Education Programs, in conjunction with staff in the other affected Federal program offices, are available to assist LEAs and schools operating schoolwide programs to implement the authority contained in this notice. If LEAs or schools have specific questions, they should contact Mary Jean LeTendre, Director, Compensatory Education Programs, as provided at the beginning of this notice.

National Assessment of Schoolwide Programs

The Department is directed by section 1501 of Title I to examine, in a national assessment of Title I programs, how well schools are providing participating children an enriched and accelerated educational program through schoolwide programs and how schoolwide programs are meeting the needs of children from migratory families. In this assessment, the Department will examine how the authority contained in this notice has been implemented.

Dated: September 15, 1995.

Richard W. Riley,

Secretary of Education.

(Catalog of Federal Domestic Assistance Number 84.010, Improving Programs Operated by Local Educational Agencies) [FR Doc. 95-23471 Filed 9-20-95; 8:45 am]

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TARGETED ASSISTANCE SCHOOLS



TARGETED ASSISTANCE SCHOOLS

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Federal Register Notice - October 10, 1995 [Notice of guidance for requesting waivers under Part A of Title I for schools under State-ordered or court-ordered desegregation plans]